DOCUMENT RESUME

ED 413 531 CE 075 276

TITLE	Vocational Education and Training Reform in Slovenia.
INSTITUTION	European Training Foundation, Turin (Italy).
ISBN	ISBN-92-9157-152-0
PUB DATE	1997-00-00
NOTE	29p.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Access to Education; Career Counseling; Career Guidance; Continuing Education; *Educational Change; *Educational Development; Educational Finance; Educational Legislation; Educational Policy; Equal Opportunities (Jobs); Foreign Countries; *Free Enterprise System; Job Skills; *Job Training; National Standards; Needs Assessment; Postsecondary Education; School Business Relationship; Secondary Education; Sex Fairness; Skill Analysis; Staff Development; *Vocational Education
IDENTIFIERS	*Slovenia

ABSTRACT

This report on vocational education and training (VET) in Slovenia consists of a condensed description of the present situation in VET and analysis of the main challenges facing VET reform in the country. Chapter 1 offers basic data on the country. Chapter 2 describes main features of the VET system, strategic objectives for VET, and legislative framework. Developments in these specific areas are highlighted: administrative structure and level of decentralization; finance; adaptation of training to change; identification of skill needs; quality standards and qualifications; promotion of continuing vocational training; social partners; involvement of enterprises in VET; equal opportunities; access to training; and vocational guidance and counseling. Chapter 3 provides an overview of international assistance, including the European Union's Phare program for VET and the Leonardo program. Chapter 4 identifies current challenges in three areas: skill needs analysis, institutional arrangements, and qualifications and training methods. Chapter 5 outlines possible priorities for future assistance to sustain and further the reform process. Appendixes include key indicators (access and participation, finance, labor market trends); diagram of VET system; legislative framework; responsible bodies; and international assistance sources. (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 413 531

European Training Foundation

Vocational Education and Training Reform in

SLOVENIA

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☒ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

J. Bratley

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

CE075276

European Training Foundation

Villa Gualino, Viale Settimio Severo, 65, I-10133 Torino
Tel: (39)11 630 22 22 / Fax: (39)11 630 22 00 / email: info@etf.it
Web: http://www.etf.it

The European Training Foundation is an agency of the European Community which works in the field of vocational education and training in Central and Eastern Europe, the New Independent States and Mongolia. The Foundation also provides technical assistance to the European Commission for the Tempus Programme.

A great deal of additional information on the European Union is available on the Internet. It can be accessed through the Europa server (http://europa.eu.int).

Cataloguing data can be found at the end of this publication

Luxembourg: Office for Official Publications of the European Communities, 1997

ISBN 92-9157-152-0

© ECSC-EC-EAEC, Brussels • Luxembourg, 1997

Reproduction is authorised, except for commercial purposes, provided the source is acknowledged.

Printed in Italy

FOREWORD

This report on vocational education and training reform has been produced by the European Training Foundation based mainly on information provided by the National Observatory. The report consists of a condensed description of the present situation in vocational education and training and analysis of the main challenges facing vocational education and training reform in the country. It also outlines possible priorities for future assistance to sustain and further the reform process. The report will be updated in 1998.

In order to provide accurate, up to date information on the progress of reform, a network of National Observatories has been set up by the Foundation in partnership with the national authorities of the partner countries. These National Observatories, mainly hosted by existing organisations involved in the reform process, gather and analyse information on vocational education and training issues according to a common framework agreed with the Foundation. The Observatories are also responsible for the dissemination of their outputs. Since 1996, National Observatories have been set up in 22 partner countries eligible for support under the EU Phare[1] and Tacis[2] Programmes. The Foundation aims to set up Observatories in all remaining partner countries in these regions by the end of 1997.

This report is one of a series of country reports and factsheets which the Foundation is currently producing on the reform process in each of the partner countries. The Foundation intends to produce these documents on an annual basis. These reports are available from the Foundation and can also be consulted on the Foundation's Home Page on the WWW. Enquiries regarding the reports should be addressed to the Information & Publications Department at the Foundation.

Please note that more detailed information on vocational education and training reform issues in each country is also available directly from the respective National Observatory. Please refer to the list of National Observatories enclosed in this report.

Torino, October 1997

---

1 In the Phare area, Observatories have been set up in Albania, Bulgaria, Czech Republic, Estonia, Hungary, Latvia, Lithuania, Poland, Romania, Slovenia

2 In the Tacis area, Observatories have been set up in Azerbaijan, Belarus, Georgia, Kazakstan, Kyrgyzstan, Moldova, Mongolia, Russian Federation (Moscow and St Petersburg) Tajikistan, Turkmenistan, Ukraine, Uzbekistan.

CONTENTS

1. BASIC DATA 5

2. RECENT DEVELOPMENTS IN THE VOCATIONAL EDUCATION AND TRAINING SYSTEM 6

2.1 Main features of system 6
2.2 Strategic objectives for vocational education and training 7
2.3 Legislative framework 7
2.4 Developments in specific areas 7

2.4.5 Administrative structure and level of decentralisation 7
2.4.2 Finance 8
2.4.3 Adaptation of training to change 8
2.4.4 Identification of skills needs 9
2.4.5 Quality standards and qualifications 10
2.4.6 Promotion of continuing vocational training 10
2.4.7 Social partners 11
2.4.8 Involvement of enterprises in vocational education and training 11
2.4.9 Equal opportunities 13
2.4.10 Access to training 13
2.4.11 Vocational guidance and counselling 13

3. INTERNATIONAL ASSISTANCE AND COOPERATION 14

3.1 Phare assistance in the field of vocational education and training 14
3.2 Preparation for Leonardo 14
3.3 Other assistance 14

4. CHALLENGES AND FURTHER NEEDS 14

4.1 Skills needs analysis 15
4.2 Institutional arrangements 15
4.3 Qualification and training methods 16

5. POSSIBLE PRIORITIES FOR FUTURE ASSISTANCE 17

ANNEX 1: Key indicators 19
ANNEX 2: Diagram of the vocational education and training system 20
ANNEX 3: Legislative framework 21
ANNEX 4: Responsible bodies 22
ANNEX 5: International assistance 23

1. BASIC DATA

The government policy is based on a broad consensus in regard to the transformation process, market orientated economy, improved international competitiveness and legislative reform. Privatisation and restructuring of enterprises are progressing steadily. To complement the overall policy objectives, the government's next objectives are to strengthen the technological base and to establish an active labour market policy. In the near future, one of the main features of the Slovenian economy will be the adaptation to the demands resulting from the European Agreement with the EU.

Geographic area:	20,250 km²
Total population / population density / growth:	2 million (1996) / 98 per km² / increase between 0 and 1%
Urban Population:	50.1% (1995)
Age structure:	0-14: 18.5% / 15-24: 14.7% / 25-44: 32.3% / 45-64: 23.4% / over 65: 12.1%
Ethnic profile:	Slovene (87.8%) / Croat (2.7%) / Serb (2.4%) / remaining population (7.1%) is not specified
Languages:	Slovene (official language), Italian and Hungarian
GDP-ECU/GDP per capita-PPP-ECU/ growth:	14.2 Billion (1995) / per capita 7,236 (1995) / growth 4% (forecast for 1997)
Inflation:	9.7% (1996)
Privatisation of state enterprises:	more than 50% (1996)
Unemployment: **(ILO definition)**	7.3% (1996) / under 25's 18.8% (1996) / 25's and over 5.6% (1996)
Education budget:	5.85% of GDP (1995), 0.64% for vocational education and training

2. RECENT DEVELOPMENTS IN THE VOCATIONAL EDUCATION AND TRAINING SYSTEM

2.1 Main features of system

Over recent years about 70% of the students enrolling in secondary education entered vocational schools. In the 1995/96 academic year 25,342 enrolled in general education and 87,997 in secondary vocational education. The drop-out rate from secondary education is estimated to be around 20%. Low levels of education are the main reason for unemployment resulting in low socio-economic status. Of the registered unemployed 46.6% do not have any vocational qualification (1995) and 34% have only primary school education.

The government is still dedicating most of its attention and financial support to general education rather than to vocational education and training. The implementation of the vocational education and training reform concept will force a change in this attitude to the benefit of vocational education and training.

The overall reform will implement 9 years compulsory education (mandatory starting with the 2001/02 academic year), general secondary and technical secondary education leading to the Matura and a variety of vocational schools (lower vocational schools lasting two years, full-time and dual system schools lasting three years and technical and professional schools lasting four years) providing qualifications for the labour market (see Annex 2).

The following fundamental innovations are being implemented:

- the dual system: characterised by alternation of in-school education and in-firm practical training (apprenticeship). The first pilot schools will start in autumn 1997. The whole system should be up and running by the 1998/99 academic year;
- the modernisation of curricula: the Ministry of Education and Sport has set up (on a temporary basis) an infrastructure for an overall review and modernisation of all types of curricula and education levels. A National Curriculum Council has been established which will oversee the work of sub-councils for the various education forms and levels;
- the introduction of "transition options" to become "master craftsman" and the necessary vocational up-grading after finishing vocational school, secondary technical and professional school or general secondary school;
- the introduction of post-secondary vocational schools (colleges): they offer two year profession-oriented courses and have a strong practical orientation (including placements in enterprises). Students' interest in this type of training is high (currently there are 341 students enrolled in the first year of study). In the 1996/97 academic year, with the support of Pare four pilot post-secondary courses have already been developed and implemented for mechanical engineering, electronics, catering, and tourism.

2.2 Strategic objectives for vocational education and training

The development of a coherent policy for the adaptation of the vocational education and training system to the needs of the new socio-economic environment has been one of the main concerns of the government since the beginning of the transformation process, as already stated in the " White Paper on Education" (1996). Although pursuing systematic vocational education and training modernisation and reform, the Ministry of Education and Sport has chosen a gradual and pragmatic approach to make best use of resources existing in the country.

Vocational education and training reform as designed shows adequate diversification at different levels and flexibility in providing vertical mobility according to students needs and labour market demands. The new vocational education and training system is founded on the following principles:

(1) The state acknowledges the right of all young people and those already employed to obtain initial vocational training and guarantees this opportunity.

(2) After completing primary school everybody, including the physically and mentally handicapped, can access secondary level education.

(3) Vocational education and training can serve as a basis for further education and training at higher levels.

2.3 Legislative framework

Since 1991, much efforts have been made in setting up the legislative and institutional framework for the education system (see Annex 3). In 1996, the Parliament adopted 6 new educational acts laying the foundation for wide-ranging reforms to the structure of vocational education and training. In particular the Law on Organisation and Funding of Education, the Vocational and Professional Education Law and the Adult Education Law deal with vocational training and continuing training. The new legislation defines the joint responsibility of the Chamber of Economy, the Chamber of Craft and Trade Unions as social partners for vocational education and training.

2.4 Developments in specific areas

2.4.1 Administrative structure and level of decentralisation

The Ministry of Education and Sport has an overall responsibility for the entire school system and is therefore the main policy-making body with budget responsibility and control. The Ministry of Labour, Family and Social Affairs decrees new occupations and the related vocational programmes and is responsible for developing and implementing a new system of continuing training ("certificate system ").

The present concept of vocational education and training reform introduces many levels of decision making and demands a great deal of co-operation (see Annex 4).

The most important professional body (within the Ministry of Education and Sport) is the Education Development Unit. This department monitors the preparation of education programmes, analyses the state of education in the country and proposes strategic measures for the Government. It co-ordinates the work of the National Curriculum Council, prepares guidelines for current educational policy, analyses present and long-term needs, assesses the impact of development measures and institutional changes, and develops educational methodologies. The National Curriculum Council and three councils of experts appointed by the Government make decisions on technical matters, offer expert assistance in preparing legislation and drive the implementation process for:

(1) general education

(2) professional and vocational training

(3) continuing training.

Expert councils define the contents of the training programmes, approve textbooks and training materials and propose criteria and standards for school equipment.

The main idea behind setting up the various Curriculum Councils is to start a continuous innovation process. Based on their decisions the public vocational education and training institutions (Centre for Vocational Education and Training and Adult Education Centre) manage the preparation of new curricula on all levels and in all fields including social partner dialogue procedures.

Vocational education and training policy making is being decentralised to a regional level. At this stage regional work groups involving the social partners (Ministry of Labour, Family and Social Assistance, Regional Employment Offices, Chambers, municipalities, trade unions and Phare vocational education and training pilot schools) are defining the future role of a newly structured regional body. 14 administrative regions will be set up, each with an education committee to which some financial and administrative powers will be delegated.

2.4.2 Finance

Vocational education and training is currently only financed out of the state budget. In 1995, all public spending for education accounted for 5.85% of Slovenian GDP and stayed at about the same level in 1996. The Ministry of Education and Sport receives the funds and allocates the money to the schools. In 1995, 11.3% of all public expenditure for education went to secondary level vocational education for the young. With the introduction of the dual system, employers will have to make financial contributions (apprenticeship contracts). The state budget for continuing training is mainly allocated by Ministry of Labour, Family and Social Assistance (some programmes are co-financed by the Ministry of Education and Sports). In the craft sector a fund has been established to support workers' training. According to the collective agreement craftsmen have to pay 1% of gross wages into this fund.

2.4.3 Adaptation of training to change

The Ministry of Education and Sport is currently reviewing the school network structure in terms of specialisation and number of schools. Issues of increasing importance are:

- greater flexibility of individual schools;
- adapting the school network structure to the employment structure;
- the financial implications of expansion (both of the theoretical and of the practical parts of vocational training);
- the contribution of educational institutions to local and regional development.

The policy aims to leave the initiative for adaptation to individual schools. In addition, as part of the attempt to make vocational education more praxis-oriented, experienced workers, technicians and engineers are being recruited to become practice teachers and/or trainers of a new type.

The Ministry of Education and Sport has taken the initiative to explore whether practical training could be concentrated in Inter-Company or Regional Training Centres. The new concept foresees that the practice facilities (large industrial schools that formerly belonged to enterprises) will be accessible for all regional institutions for vocational education, including those for adults and the unemployed. The Ministry also considers investing in Regional Training Centres as an alternative in case the firms fail to provide practice training places for apprentices.

2.4.4 Identification of skills needs

Manufacturing accounted for 28.1% of GDP in 1995, while all service industry amounted to 50%. The National Employment office has a major role in regulating the labour market, forecasting labour market trends and monitoring the links between the vocational education and training system and labour market developments. Employers are obliged to report all vacancies and skill demand to their regional employment office. The Statistical Office of the Republic of Slovenia is responsible for the methodologies and classifications for data collection and presentation. National coding keys are used for classifying data gathered in primary and secondary schools. They were introduced in 1995, will be consistent with international statistical standards and already comply with the EU NACE rev.1 classification of activities. The national classification of occupations is in the final stage of preparation and conforms with the international ISCO-88 standard classification of occupations. The national classification of education programmes has been agreed and will be aligned with the international ISCED standard.

At regional and national levels, the documentation produced is reporting current, monthly and periodical trends in employment, current demand and unemployment.

The newly introduced "system of educational vocational profiles" (Article 11 of the Vocational education and training Law) provides the opportunity to re-establish strong communication between the labour system and the vocational education and training system. It is the basis for vocational education and training curricula development. In order to prepare adequate vocational education and training courses, much effort is being put into the development and implementation of this new system of vocational profiles, specifying trainable vocations, typical tasks within each vocation, job complexity level, required skills and knowledge, level of education and training specifications (duration, form) and including elements of general education.

2.4.5 Quality standards and qualifications

The Centre for Vocational Education (CPI) is in charge of carrying out research and development in this field (technical and vocational education and training). The Chambers are responsible for drafting the job profiles. After they have been defined, the CPI co-ordinates and supports the curriculum development for the corresponding vocational training programmes. With the support of Phare, so far 5 programmes of post-secondary education programmes and 5 programmes of vocational courses have been prepared and adopted. 11 programmes of vocational education following the dual model and 12 master craftsmen and foremen courses are still in preparation.

2.4.6 Promotion of continuing vocational training

The Employment Act (1990) guarantees employees the right to continuing training and education. The National Employment Office organises training on the job for those unemployed whose skills do not meet pertinent employer demands. It signs contracts with employers fulfilling the conditions for training the unemployed or redundant and provides suitable training programmes.

Continuing training is regulated by the Adult Education Act (1996) laying the foundation for the so-called certification system. The objective of this system is to facilitate continuing vocational training, specialisation and broadening of qualifications. It will enable the employed as well as the unemployed to acquire basic and advanced qualifications. For providing vocational education and training, the certificate system requires a very flexible educational approach - ideally based on modules. A mixed Slovene-foreign Expert Working Group has been established to take stock of recent Slovene experiences. The first step will be a complete audit of the continuing training sector. The output will be compared with relevant foreign experiences. The Centre for Vocational Education will manage the certification system in collaboration with the Ministry and Education and Sport, the Ministry of Labour, Family and Social Assistance and the Adult Education Centre.

Slovenia has a tradition of in-service-training for teachers in all types of schools. Each year, teachers have to participate in specific practical training mainly in pedagogy and learning methodology. The current changes build on this traditional system and are supported by a national programme with a budget of 210 Mil Tolars (USD 1.38 million).

2.4.7 Social partners

On the national level, the Ministry of Education and Sport, the Ministry of Labour, Family and Social Assistance, the Centre for Vocational Training , both Chambers, the experts involved and pilot schools have developed close co-operation.

According to the Law on Vocational and Professional Education, the main responsibilities of the Chambers are to propose the occupations, for which the programmes of vocational training should be prepared, and to organise and monitor the practical training in enterprises as part of vocational education. They also play a role in the setting up the national certification system.

More particularly, the Chamber of Commerce and the Chamber of Crafts have to:

- define and propose the standards of practical know-how and skills to be checked at final exams and/or at master (master craftsman and master in industry) exams;
- organise the practical part of final exams for apprentices and organise master exams;
- propose additional training programmes to the competent expert council;
- appoint their members on the examination committees at lower (two-year) and three-year vocational schools;
- check the proposed practical placements for apprentices in enterprises and maintain register of apprenticeships and of apprenticeship contracts;
- organise the practical part of vocational education in enterprises;
- offer advice to employers for practical apprentice training and monitor its performance.

The main responsibility of the trade unions is to assure that the apprentices' rights are upheld as guaranteed by law, apprenticeship contracts and collective agreements. The unions appoint their representatives in examination committees of vocational schools and chambers. The trade unions also have to monitor and evaluate the workers' conditions as well as negotiate their improvement through vocational training and education.

2.4.8 Involvement of enterprises in vocational education and training

Enterprises have reacted to the lack of adequately skilled staff by concentrating on creating an in-company labour market and training. Small and medium sized enterprises (SMEs) without the required in-house resources cannot follow such an adaptation strategy.

In general, the collaboration between vocational education and training schools and practice placements in enterprises was already in operation during the transition period. Already in the 1988/89 academic year, some elements of dual system were introduced; some of the 3-year vocational programmes were adapted to the needs of crafts and small enterprises. The number of such professions has been increasing constantly. In the 1996/97 academic year 26 adapted curricula were on offer. When a school transferred the practical part of training to an enterprise, the school supervised the choice of enterprises as well as the organisation and control of the practical training. About half of the students in vocational schools do the practical training in an enterprise. This conditioned by the enterprises' equipment and capacities as well as the development stage, objectives and needs of the work environment.

Enterprise is one of the driving forces behind establishing the "dual system" and post-secondary colleges with their strong practice orientation and in-company placements.

2.4.9 Equal opportunities

The principle of equal opportunities in vocational education and training has been legally guaranteed by the Law on Organisation and Financing of Education (1996). A Law on Education for Minorities is in force in both ethnically mixed regions (Slovene-Hungarian and Slovene-Italian).

In 1995 fewer women than men found employment, they were more likely to hold temporary jobs, and also started to appear among the long-term unemployed. In that year 46.7% of all registered unemployed were women (data of the National Employment Office). In January 1997 the proportion had increased to 48%.

2.4.10 Access to training

Innovative training activity is being targeted at disadvantaged persons and regions. "Job Club" initiatives are training the long-term unemployed in job application skills and a pilot Training Development Fund is being created for the region with the highest unemployment (Maribor). This will offer incentives for training providers in the region to develop new, flexible training programmes for skills in demand. At the moment no data is available on how access to training is handled in all fields of action according to the EU directives (e.g. encouraging mobility of instructors and trainees, particularly young people).

2.4.11 Vocational guidance and counselling

The National Employment Office has an important role in vocational guidance. It has been involved in systematic vocational guidance for pupils and students for a long time and has carried it out in co-operation with the educational authorities. In order to build bridges between the educational and working world and to monitor changing labour market demand for vocations, two pilot projects have been launched, one to update vocational guidance in response to the new environment and the other to set up a demo centre for vocational guidance and counselling.

3. INTERNATIONAL ASSISTANCE AND COOPERATION

3.1 Phare assistance in the field of vocational education and training

From the start, the Ministry of Education and Sport has been using the Phare vocational education and training programme to stimulate and push the reform from basic vocational training at secondary level to the higher non-university professional level by setting up projects on curricula development, teacher training, policy development and establishment of new structures. Phare is contributing to the reform by supporting innovation on all key issues and accompanying measures like staff development. The greatest emphasis is on comparability with the EU and the accession process (see Annex 5).

In order to help the implementation, the Ministry of Education and Sport has prepared a new Phare programme proposal on "Modernisation of curricula, certification and assessment in vocational education for youth and adults in Slovenia" (1997 to 1999; 5 MECU). The programme is clearly aimed at supporting Slovenia's preparation for the main areas of EU policy which the Slovenian Government considers important and relevant: development of quality vocational education and training, based on transparency and co-operation between member states, countermeasures against the economic and social exclusion of low-skilled, disadvantaged groups and development of a flexible and responsive certification system.

3.2 Preparation for Leonardo

In 1997, the Centre for Vocational Training set up the National Co-ordination Unit for Leonardo which already launched a series of preparatory measures and the government will have to present to the European Commission the means by which it will finance its participation. The Europe Agreement must also be ratified by all EU Member States before Slovenia can fully participate in Leonardo.

3.3 Other assistance

There are major co-operation projects with multilateral donors including UNESCO, Council of Europe, CEEPUS (Central European Exchange Programme for University Studies), OECD. In addition, a variety of bilateral projects exist. The Ministry of Education and Sport is currently reviewing its bilateral Cultural Agreements to see where these can be related to the ongoing Phare Vocational education and training Reform Programme.

4. CHALLENGES AND FURTHER NEEDS

For Slovenia, accession to the EU is an important goal and also shapes vocational education and training action. Progressive vocational education and training reforms, combining EU practice and Slovenian traditions, are being implemented.

In the coming years, a comprehensive effort will be needed to put the whole reform in place, in particular in terms of skill needs analysis (including key qualifications), further institutional developments, transparent qualifications and appropriate training methods. Given the vast amount of change to be accomplished, the main constraint is the lack of human resources (too few experts are committed to too many tasks). The certification system and the dual system cannot be introduced rapidly because of the lack of suitably qualified staff in companies and suitable positions for apprentices. Future funding and technical support from abroad (EU) will be crucial in consolidating the progress already made.

4.1 Skills needs analysis

How the labour market information should be used and applied to curricula for vocational education programmes remains a difficult challenge. One of the main problems concerns the key qualifications in the curricula. The need for broad knowledge because of uncertainty about future skill demands on the labour market, the increasing demand for a flexible labour force and the growing number of skills which are not occupation-specific make key qualifications a crucial aspect for curriculum design. The related issues of didactic concepts and teaching and learning methods have to be worked out not only for initial education and training (building the base for lifelong learning) but also for continuing training. Slovenia needs concrete support in designing curricula and learning arrangements which integrate key qualifications such as team work, planning, problem solving, communication skills, creativity, entrepreneurial behaviour and organisational understanding.

In line with the EU treaty and the Europe agreement language skills should be addressed in order to equip vocational students with the skills necessary for mobility, further learning and technical progress in their various chosen fields, and to allow full use of the rapidly evolving opportunities for distance learning.

One of the on-going problems is the drop-out rate in secondary education. Great efforts will be needed in the coming years to reduce this high percentage. To solve this problem and to prepare people for work in the new growth areas the implementation of the vocational education and training reform must be accelerated (in 1995 72.7% of the labour demand was for new types of jobs). The social partners as well as the private sector must be stimulated to intensify their involvement in order to guarantee its success.

4.2 Institutional arrangements

The links between the vocational training and economic system are a great challenge. Although the administrative structure for implementation and control has been built up with a clear division of responsibilities, the vocational education and training systems' management needs further decentralisation.

Consultations with local Chambers and Employment Offices have started to forecast the economic development of communities and regions and to define the possible contribution of schools and other vocational institutions. Local and regional meetings take place in order to develop communication structures which enable representatives of vocational education and training and the labour market to meet on a regular basis.

For the time coming the development of the Maribor region may need constant attention of the Government. The overall business/education partnership should be strengthened in general.

The Centre for Vocational Training will need further assistance for the development of its organisational structure, planning capacity and human resources (including management).

4.3 Qualification and training methods

There are already initiatives to review the existing system of occupational classification as the principal reference for vocational education and training in order to develop standards similar to those of EU countries and moving towards transparency and mutual recognition of qualifications. The change towards output standards will also necessitate the development of a National System of Occupational and Educational Standards. These, in turn, will affect existing educational and occupational classification systems. Various steps have already been taken for implementing these policies.

Once national standards are available, decentralisation of both curriculum development and delivery can proceed and a certification system for recognising qualifications in (informal and formal) continuing training can be integrated. Further development may well lead to a review of the Slovene tradition of national curricula and a redefinition of the role of the present national councils. The Centre for Vocational Training is to assist in strategic policy development, for which it requires further financial and technical support.

The policy to make vocational education increasingly more relevant for the labour market and more practice-oriented has led to changes in the composition of the teaching force and in the institutions preparing teachers for vocational education. For a start a new infrastructure for in-service training of vocational teachers has been set up and there have been initial discussions on whether a separate structure for pre-service training for vocational teachers should be developed. In addition, new teachers for the newly introduced vocational courses for secondary school graduates and for the non-university type of higher vocational colleges have been recruited from the experienced work force. These teachers are now preparing for their jobs.

5. POSSIBLE PRIORITIES FOR FUTURE ASSISTANCE

Major areas for future assistance during the vocational education and training reform implementation are as follows:

- **Developments in initial vocational training:** The concept of the new system of vocational education and training aims at adapting it to the new economic system. The most important activities are :
- (1) the overall review and modernisation of curricula for the various levels and pathways of education (including a national system of vocational education and training standards, key qualification and language skills);
- (2) the development of vocational programmes for the implementation of the dual system and extra training of teachers.
- (3) special projects to rapidly reduce the high drop-out rate of pupils and students ;
- (4) Financial and technical (projects) support. For vocational guidance and counselling a structural funds approach is indicated. In order to reach this objective by the planned date, further funding (for new technology, materials and textbooks) and technical assistance is needed.

- **Developments in continuing vocational training:** in dealing with the victims of economic change, the new "certification of prior learning" approach represents a fundamental innovation for the Slovenian vocational education and training system. It is an example of taking on board good practice from Partner and Member countries. Technical assistance is needed for helping in its development and integration with initial training. The development of master craftsman courses requires special efforts.

- **Research:** vocational education and training related research including evaluation of policies and of change implementation should be encouraged and ways to disseminate pilot project experience be defined. The support should include training of experts in qualitative and quantitative evaluation methods as well as for empirical vocational education and training research methodologies.

- **Actively promoting the involvement of the social partners:** The social partners should receive support through training and funding to consolidate their internal structure and to strengthen their function so that they are able to effectively contribute to policy formulation and future management of the vocational education and training system.

- **Decentralisation/institutional development:** The Centre for Vocational Training and other key institutions will need further assistance for the development of their organisational structure and human resources. The business/education partnership on a regional and municipal level has to be built up and training institutes need to become more business-like and client-oriented. One of the most promising measure for fulfilling the European directives (Treaty on European Union) is to encourage student mobility and the development of projects for exchange of young people and instructors. Such cross-border projects should be started and supported. This requires a structural funds approach.

Annexes

1. **Key Indicators**
2. **Diagram of the vocational education and training system**
3. **Legislative Framework**
4. **Responsible bodies**
5. **International Assistance**

ANNEX 1

Key indicators [1]

Indicators	1994			1995		
A. Access and Participation						
1. Participation in education and training of 16 year olds of which in Vocational Education Training	92% 76%*			94%* 76%*		
2. Participation in education and training of 18 year olds of which in Vocational Education Training	56.5% 69%*			59.8%* 70%*		
3. Relative importance of Vocational Education Training in secondary education (in terms of enrolment)						
Total	77.5%			77.6%		
Males	83.1%			82.6%		
Females	72%			72.8%		
4. Educational attainment of the population (25-59 years old)	ISCED 0-2	ISCED 3	ISCED 5-7	ISCED 0-2	ISCED 3	ISCED 5-7
Total	29.7%	55.1%	15.2%	28.8%	56.2%	15%
Males	24.5%	60.8%	14.7%	24.2%	61.1%	14.7%
Females	34.7%	49.5%	15.8%	33.4%	51.3%	15.3%
(25-30 years old)						
Total	19%	66%	15%	18%	66.9%	15.1%
Males	18%	72.2%	9.8%	18%	71.7%	10.3%
Females	20%	59.7%	20.3%	18%	62.2%	19.9%
B. Finance						
5. Public Expenditure on Education as percentage of GDP	5.55%			5.84%		
6. Public Expenditure on Vocational Education Training as percentage of GDP	0.63%			0.64%		
C. Labour Market Trends						
7. Number of employed	850.700			881.600		
8. Unemployment rates						
Total	9.03%			7.39%		
Younger than 25	22.8%			18.8%		
Older than 25	7.14%			5.63%		
9. Unemployment rates by educational attainment of the population (25-59 years old)	ISCED.0-2	ISCED 3	ISCED 5-7	ISCED 0-2	ISCED 3	ISCED 5-7
Total	10.05%	7.56%	2.87%	8.19%	5.75%	2.4%
Males	11.32%	7.99%	3.23%	9.26%	6.12%	1.97%
Females	8.84%	6.99%	2.41%	7.14%	5.28%	2.82%

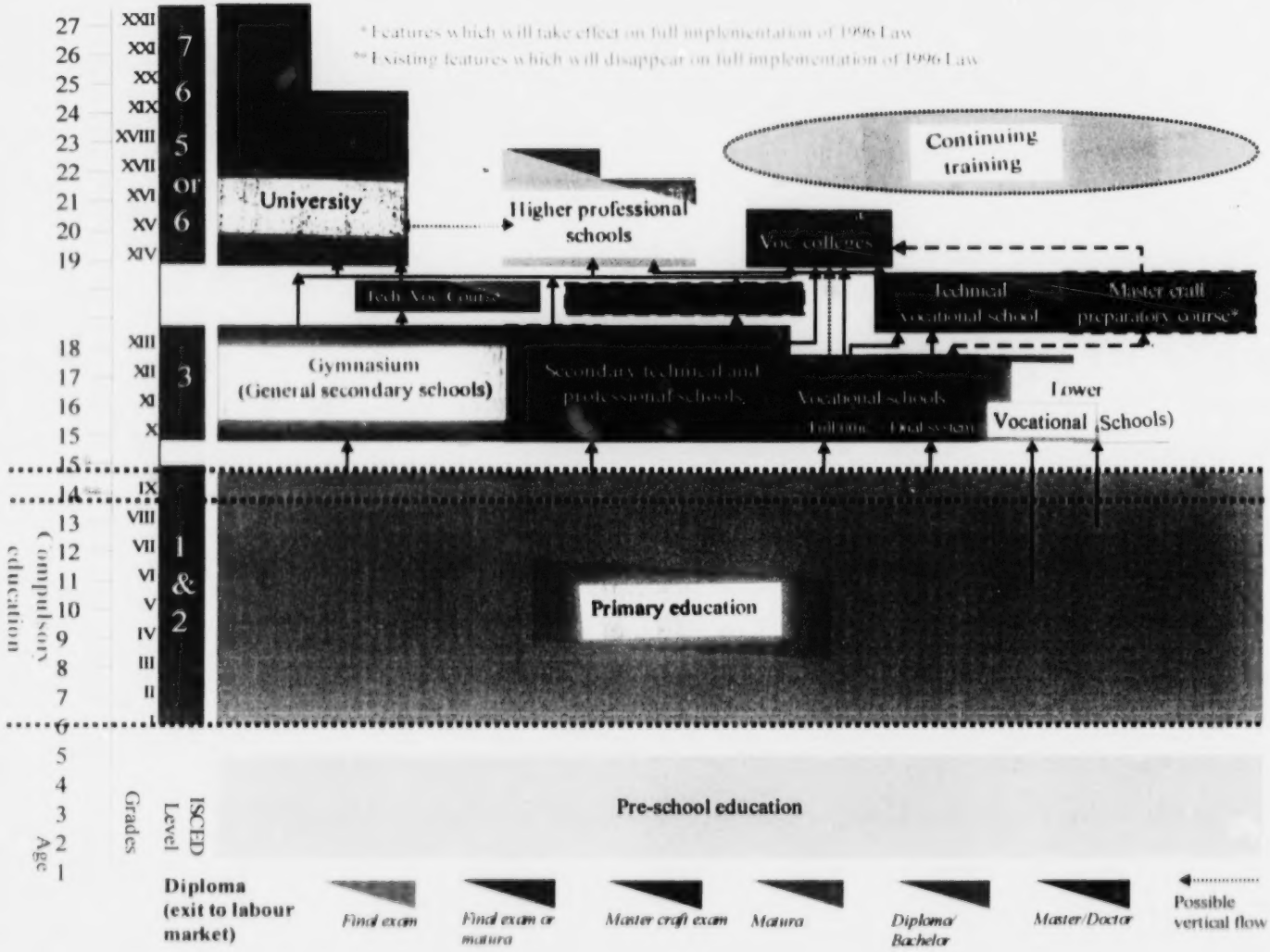
*est.

[1] Data provided by National Observatory.

BEST COPY AVAILABLE

ANNEX 2

Diagram of the vocational education and training system



This diagram represents the first stage in the ongoing development of a standard graphical model for vocational education and training systems. Future refinement may include the further alignment of terms, student enrolment and dropout figures, and local language terms.

BEST COPY AVAILABLE

ANNEX 3

Legislative framework

- **Constitution of the Republic of Slovenia (1991):** Article 57 of the constitution stresses that education is free, and primary school education is compulsory and financed through public funds; the State creates opportunities for people to obtain adequate educational qualifications. Article 58 defines the autonomous status of state universities.
- **The Higher Education Law (1993):** The new law focuses on the restructuring of universities and the development of non-university institutions for higher professional education; it defines the university as an academic community and the autonomy of higher education in general.
- **Universities Law (1994):** Regulation on Reorganisation of the Universities of Ljubljana and Maribor.
- **The Law on Education for the Members of Minorities:** This law is in force in both ethnically mixed regions (Slovene-Hungarian and Slovene-Italian). Members of the majority nation living in these regions are taught the language of the minority. Curricula for history, geography, literature and art have been adapted to include basic information on the history, geography and culture of the minority. In this respect, special attention is paid to teacher training.
- **Law on the Organisation and Financing of Education (1996):** This law regulates the following issues: (a) conditions for performing educational activities, (b) definition of public service within the education system and methods for performing and financing this service. It also defines the conditions for performing these public services.
- **Law on Primary Education (1996).**
- **Gymnasium Law (1996).**
- **Vocational and Professional Education Law (1996).**
- **Adult Education Law (1996).**
- **School Inspection Law (1996).**

ANNEX 4

Responsible bodies

- The Ministry of Education and Sport is responsible for the entire school system. This means that it is the main policy-making body and that it has budgetary responsibility and control. On the basis of proposals from employers, the Minister of Labour defines state-approved professions, for which education and training are offered.

- The most important professional body as part of the Ministry of Education and Sport is the Education Development Unit. The unit monitors the preparation of education programmes, analyses the situation in the field of education in the country and designs proposals for the Government for strategic measures, co-ordinates the work of the National Curriculum Council, prepares current educational policy guidelines, analyses current and long-term needs, assesses the impact of development measures and institutional changes, and develops methodologies in the field of education.

- The National Curriculum Council and three councils of experts appointed by the Government takes decisions on technical matters, and offers expert assistance in preparing legislation:

  (1) for general education,

  (2) for professional and vocational education,

  (3) for adult education.

  Councils of experts determine the contents of education programmes, approve textbooks and education materials, and propose criteria and standards for school equipment.

- The Government founded three public institutions to carry out development and counselling:

  (1) the Office of Education and Sport for pre-school, primary school and general secondary education,

  (2) the Centre for Vocational Education for vocational education and training, and

  (3) the Slovene Adult Education Centre for adult education.

  In addition the Government founded the State Examination Centre with responsibility for the external assessment of pupils, students and adult learners. These institutions also perform certain tasks in the field of in-service teacher training.

- Based on the new legislation some 14 administrative regions will be set up, each with an education committee to which financial and administrative powers will be delegated.

ANNEX 5

International assistance

Phare vocational education and training programmes

EU Phare assistance (Vocational education and training and Tempus) is one of the largest contributors to vocational education and training reform in Slovenia with a total budget of 15.9 MECU so far. It includes the following vocational education and training-related actions:

Phare vocational education and training programme on Vocational Education and Training reform (1995-1997): The wider objective of this programme is to assist the Government of Slovenia in developing a system of life-long learning, based on a modernised and integrated system of vocational education and training.

The immediate objectives cover a wide range of training aspects aimed at the modernisation and reform of the secondary and post-secondary vocational education and training system as well as continuing training as key elements in the social and economic reform process. The focus will be on: curriculum development and implementation of new curricula in 15-20 pilot schools; teacher training; partnerships with vocational schools in the EU; upgrading teaching equipment; developing education policy and disseminating results.

Phare vocational education and training reform sub-project on Continuing Training: This sub-project aims at supporting a comprehensive and co-ordinated development of a certificate based system of continuing training fully integrated with the system of initial vocational education for the young.

Phare Programme on Institutional/Human Resources Development: A sub-component helps to create a pilot Training Development Fund in Slovenia's region of highest unemployment (Maribor). This will give incentives to training providers in the region to develop new, flexible, training programmes for skills in demand. The aim will be to improve employment opportunities for more vulnerable groups amongst the unemployed. The sub-component also provides funds for training human resource development managers in key public and private enterprises.

*

National Observatories Addresses

Central and Eastern Europe

Albania

Mr Kastriot Sulka
Team Leader of National Observatory and Director of Host Institute

INSTITUTE OF LABOUR & SOCIAL AFFAIRS
Rr. Kavajes
ALB Tirana

Tel. 355 42 37966
Fax. 355 42 27942

Bulgaria

Dr Tzako Pantaleev
Team Leader of National Observatory

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY
Graf Ignatiev str. 15, floor 4
BG 1000 Sofia

Tel. 359 2 809203
Fax. 359 2 9818146

e-mail: 0516@main.infotel.bg

Ms Magdalena Ivanova
PMU Director

Czech Republic

Ms Olga Ilyina
Team Leader of National Observatory

NATIONAL TRAINING FUND NVF
Vaclavske Namesti 43
CZ 110 00 Praha 1

Tel. 420 2 24 22 87 32
Fax. 420 2 24 21 44 75

e-mail: oli@observatory.nvf.cz

Ms Miroslava Kopicová
Director of Host Institute

Estonia

Ms Tiina Annus
Team Leader of National Observatory

NATIONAL OBSERVATORY ESTONIA
Sakala 23
EE 0001 Tallinn

Tel. 372 2682770
Fax. 372 2682770

e-mail: katrin@tallinn.astronet.ee

Mrs Lea Orro
PMU Director

Former Yugoslav Republic of Macedonia

Mr Robert Dimitrovski
Team Leader of National Observatory

CENTRE FOR VOCATIONAL EDUCATION, TRAINING AND DEVELOPMENT
Partizanska str.
FYR Bitola

Tel. 389 97 224090
Fax. 389 97 224050

Mr Konstantin Petkovski
Director of Centre

Hungary

Dr István Simonics
Team Leader of National Observatory

NIVE, NATIONAL INSTITUTE FOR VOCATIONAL TRAINING
Berzsenyi D. u. 6
H 1087 Budapest

Tel. 36 1 2101065
Fax. 36 1 3339361

e-mail: isimon@nive.hu

Prof Antal Jekkel
Director General of Host Institute

Lithuania

Mrs Romualda Vilimiene
Team Leader of National Observatory

METHODICAL CENTRE FOR VET
Gelezinio Vilko g. 12
LT 2600 Vilnius

Tel. 370 2 250185
Fax. 370 2 250183

e-mail: pmit@pmmc.elnet.lt

Dr Vincentas Dienys
Director of Methodical Centre

Latvia

Dr Andrejs Rauhvargers
Team Leader of National Observatory and Director of Academic Information Centre

ACADEMIC INFORMATION CENTRE
Valnu iela 2
LV 1098 Riga

Tel. 371 7 225 155
Fax. 371 7 221006

e-mail: enic@izm.gov.lv

Poland

Mr Tadeusz Kozek
Team Leader of National Observatory and Director of Host Organisation

BKKK
79 Koszykowa
PL 02 008 Warszawa

Tel. 48 22 6253937
Fax. 48 22 6252805

e-mail: tadeuszk@cofund.org.pl

Romania

Dr Cesar Birzea
Team Leader of National Observatory and Director of Host Institute

INSTITUTE FOR EDUCATIONAL SCIENCES
37 Stirbei voda, str. 1
RO 70732 Bucuresti

Tel. 40 1 6136491
Fax. 40 1 3121447

e-mail: ise@acc.usis.ro

Slovak Republic

Mr Ivan Stankovsky
Director of Host Institute

STATE INSTITUTE OF VOCATIONAL EDUCATION AND TRAINING (SIOV)
Bellova 54/A
SQ 83101 Bratislava

Tel. 421 7 376774
Fax. 421 7 376774

Slovenia

Ms Martina Trbanc
Team Leader of National Observatory

CENTRE FOR VOCATIONAL EDUCATION AND TRAINING
Kavciceva 66
SLO 1000 Ljubljana

Tel. 386 61 448119
Fax. 386 61 448356

e-mail: observatorij@infosol.mss.edus.si

Mr Vladimir Tkalec
Director of Centre for Vocational Education

National Observatories Addresses

New Independent States and Mongolia

Azerbaijan

Mr Yashar Gamzayev
Mr Ali-Aga Ismailov
National Observatory

Ministry of Labour and Social Protection of Population
Government House
AZB 370016 Baku

Tel. 994 12 648047 (Mr Ismailov)
Fax. 994 12 939472 (Mr Gamzayev)

Belarus

Mr Edward Kalitsky, Team leader
Ms Olga Koljada, Assistant
National Observatory

Karl Liebknecht Str. 32
BR 220004 Minsk

Tel. 375 172 207446 (Mr Kalitsky)
Tel. 375 172 201915 (Ms Koljada)
Fax. 375 172 200992/209952

Georgia

Mr Kote Glonti
Mrs Eteri Gvineria
National Observatory

c/o EC Tacis Coordinating Unit
State Committee for Science and Technology
12 Chanturia Street
GEO 380004 Tbilisi

Tel. 995 32 220241 (Ms Gvineria)

e-mail Kote@ns global-erty net

Kazakhstan

Mrs Shajzada Tazbulatova, Team leader
Ms Aigul Khasenova, Assistant
National Observatory

Prospekt Abaya 107A, Apt. 12
KAZ 480008 Almaty

Tel. 7 3272 643696 (Ms Tazbulatova)
Tel. 7 3272 398127 (Ms Khasenova)
Fax. 7 3272 532525

e-mail shaizada@kaznet kz

Kyrgyzstan

Ms Anar Beishembaieva, Team Leader
Ms Zulfia Abdullaeva, Assistant
Ms Damira Sydykova, Assistant
National Observatory

White House
KYR 720003 Bishkek

Tel. 996 3312 222867
Fax. 996 3312 218627

e-mail. atd@prez bishkek su
e-mail. atds@rhl bishkek su

Moldova

Mr Victor Pitei
Mr Vasile Costea

Piata Marii Adunari Nationale 1
MOL 277033 Chisinau

Tel. 373 2 228164 (Mr Pitei)
Fax. 373 2 232472 (Mr Pitei)
Fax. 373 2 22 85 23 (Mr Costea)

Mongolia

Mr Bayanjargal Sugar, Team Leader
Mrs Duguer Bujinikham, Assistant
National Observatory

c/o Mr Bat Ederne, State Secretary
Government Building III
MNG Ulaanbaatar 11

Tel. 976 1 320130
Fax. 976 1 323158

e-mail. onon@magicnet mn
www. http://www etf it/no mn/

Russian Federation

Dr Olga Oleinikova, Team Leader
Mrs Anna Isaieva, Assistant
National Observatory

Ministry of General and Vocational Education
Ulitsa Lyusinovskaya 51
RF 113833 Moscow

Tel. 7 095 1575266
Fax. 7 095 1575266 (DrOleinikova)
Fax. 7 095 3712423 (Mrs Isaieva)

Russian Federation

Mr Dmitri Liubich, Team Leader
Mr Sergei Ivanov, Expert
Regional Observatory

Centre for Education and Methodology
Ulitsa Mirgorotskaya 16/5
RF 198000 St Petersburg

Tel. 7 812 2770733 (Mr Liubich)
Tel. 7 812 528 75 57 (Mr Ivanov)
Fax. 7 812 2775247

e-mail. liubich@place spb ru
e-mail. emicent@infopro spb su (Mr Ivanov)

Tajikistan

Mr Farukh Zaripov
Mr Rustam Zioyev
National Observatory

Ministry of Education c/o EC Tacis Coordinating Unit
Prospekt Rudaki 44-46
TAD 734025 Dushanbe

Tel. 7 3772 212609
Fax. 7 3772 510100

e-mail farukh@td silk org
e-mail zioev@td silk org

Turkmenistan

Mr Nursakhat Bayramov
Mr Nourmukhammed Chariyev
National Observatory

Gorogly Street 2
TME 744000 Ashgabat

Tel. 993 12 351049
Fax. 993 12 398811

Ukraine

Dr Valery Bykov, Team Leader
Mrs Elena Duchonenko, Assistant
National Observatory

Artema Str. 52-A
UKR 254053 Kiev

Tel. 380 44 2447198/2113774
Fax. 380 44 2132390

e-mail nou@niiit kiev ua

Uzbekistan

Mr Shukrat Abdullaev, Team Leader
National Observatory

c/o Mr Mirzakhid Sultanov, Deputy Director
Tacis Co-ordinating Unit, Uzbekistan
Tarasa Shevchenko St. 4
UZB 700029 Tashkent

Tel. 7 3712 394018
Fax. 7 3712 360652

e-mail taciscu@cutacis bec com uz

European Training Foundation

Vocational Education and Training Reform in Slovenia

Luxembourg: Office for Official Publications of the European Communities

1996 – 28 pp. – 21.0 x 29.7 cm

ISBN 92-9157-152-0